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AUTHOR Haas, Werner
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ABSTRACT

This paper discusses the potential and limitations of computer-assisted instruction (CAI) and its relationship to individualized language instruction. Two tutorial programs are described which are designed to teach German grammar to first-year students. Both are fully integrated with the course classroom, lab, homework, and textbook. One salient feature of CAI is its compatibility with principles of individualized instruction, e.g. pacing, one-to-one tutoring, branching technique, and insistence on performance level. Its greatest potential lies in its use in remedial work. Although at present only reading and writing skills are incorporated, there is no reason why oral comprehension and speaking cannot be included in the future. For the most part student reaction to CAI is favorable. Limitations of CAI include: (a) lack of sufficient testing and evaluation guidelines at present; (b) logistics problems; and (c) uneasiness on the part of teachers who view CAI as a threat to their job. An index and samples of German pattern practices are appended. (AM)

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The potential and limitation of Computer Assisted Instruction in the teaching of foreign languages.

(A profile of DECU/TUCO)

Not long ago a colleague of mine at OSU, a geneticist and author of a CAI program, gave a talk entitled "Is Gregor Mendel turning in his grave?" He addressed himself in a humorous way to the question of what Gregor Mendel, the great Austrian geneticist and grandfather of this science, would say if he could see and experience the application of computers in the teaching of this science. In a way, this colleague was touching upon the question as to what extent computers, and especially computer assisted instruction, are fully understood and accepted in teaching. Let's face it, in spite of the fact that computers touch directly or indirectly all aspects of modern life, the cloud of apprehension or even suspicion is not yet completely removed when it comes to the application of this tool of technology in education. This apprehension is equally shared by students and teachers. Perhaps this feeling was expressed in a little note which one professor who is working on a CAI program found pinned to his bulletin board. It read: "Dear Professor, is it really true that you are working on a program which eventually may replace the teacher? If so, don't do it / we want to keep you." As if that were not enough, another note was attached to it the next day. It read: "Who knows, perhaps he is not just working on a program designed to replace the teacher. He may be working on a program which is trying to replace the student, too".

You see, working in the field of CAI has its hazards. Behind all this good natured humor lies indeed the need for a better understanding of this learning and teaching tool. I hope that today's discussion of CAI in the teaching of foreign languages can help to clarify matters. Let's talk especially about the potentials and limitations of CAI and its relationship and connection to a much talked about feature in FL education, namely individualized instruction.

As the author and developer of two tutorial CAI programs in German grammar, called DECU and TUCO, which are designed to be an integral part of our elementary German language instruction, I may be able to share with you some of the experiences, challenges and problems which we encountered during the past three years with these two programs.

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Although the first decade of CAI is coming to an end, and much information has been distributed, and in spite of the fact that we have seen already substantial changes in hardware, software, strategies and techniques, the fact remains that CAI is still in its "Kinderschuhen." It's still a very young tool and art in the very old arsenal of education.

We must also acknowledge the fact that CAI, even where it is understood and desired, is often victimized by lack of funding. This is particularly true at the present time when most of us in academe, especially in the Humanities, are feeling the financial crunch. At such a time, when the pressure is on, CAI does not enjoy a high priority rating.

And yet, it is a safe prediction that we will probably see a tremendous increase, a real explosion, in the use of CAI and computer-based learning within the life span of most of us. Bearing this prediction in mind, it seems worthwhile to explore important aspects of this field in an Annual Meeting like this one.

Before giving a brief description of DECU and TUCO, let us examine the factors which led to the development of CAI in foreign languages. 1) pedagogical consideration: CAI lends itself to controlled language drills, tutorial work, and Individualized Instruction. 2) hopes by administrator that in the future CAI will help to reduce staff, or at least free staff for other duties (makes some teachers feel uneasy). When getting started on DECU and TUCO, I made it clear that I was interested in the first, but not the second consideration.

What are DECU/TUCO?

Two tutorial programs are designed to teach German grammar to first year German students. Both programs are fully integrated with all other teaching resources in the two basic German courses (classroom, lab work, homework, textbook).

Goal: To provide individualized and highly controlled instruction through use of tutorial method (a constant dialogue between teacher and student via the program). The computer responds to the student's work with the kind of advice and hints normally given by an experienced teacher. The program is designed and written in such a way that it anticipates the student's difficulties and responses; each feedback is

geared to the student's individual response. He is not given the correct answer right away, but is guided toward the correct answer. He is made aware of what he has done wrong, or did not know; the program helps him to understand the principles of grammar involved and makes him aware of certain deficiencies, and how to correct them.

The memory capability of the computer offers tremendous opportunities for such tutorial teaching because it is able to store large numbers of hints and quantities of information relating to the difficulties and mistakes most likely experienced by a student learning German. This CAI technique is made possible through the use of operational codes (ca=correct answer, wa=wrong answer, un=unanticipated). These codes allow a variety of responses to a single question or problem (they vary with the type of exercises to which the student is exposed).
Hardware: DECU and TUCO make use of the IBM Coursewriter III/version 3 computer language and of OSU's IBM 370 model 158 computer. Students register for the program to do their CAI work on any of the 65 terminals which are located in 23 different locations on the campus. Users have access to terminals from 8 a.m. until 11 p.m. on weekdays and until noon on Saturdays.

Both programs are viewed as an adjunct to the program of elementary German language instruction. Participation is voluntary, and there is no charge or lab fee.

Before we go on talking about some other aspects of this CAI program, let's look at a few slides which give you an idea about the physical set-up. (A picture is worth a thousand words).

SLIDES

Some comments and explanations about out-prints

1. Index pages-part of a CAI packet which every user receives when he/she registers. From this index the student selects the section in

Over

which he wishes to work.

page 3: sign on for decu

page 4: Word order: First, a brief summary of basic principle

page 5: had to replace the direct object noun with a pronoun. Made two mistakes: word order and wrong gender of pronoun. Strategy: Student is first made aware of the word order mistake, then the gender mistake.
second example: student has to replace both object nouns with pronoun, after making mistakes, first with case, then with gender he is guided to the correct answer.

page 6: more of the same--with different examples, then student departs and selects other part of the program from index.

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comment about branching: students can be kept in a certain section until they perform satisfactorily, are given a "report" as to how they are doing, can repeat if they wish, or if performance was acceptable, can go on

---

page 7: work with separable prefixes in the present tense, student made mistakes in regard to verb endings, spelling (unanticipated answer) and word order.

page 9: sign on in tuco, with number (my own)

page 10: present perfect with strong verbs, again summary with model

page 11: starts out with two mistakes, he is told what they are, he then takes care of the first mistake (wrong verb form of the auxiliary) but still got wrong the past participle (uses wrong stem vowel). Once made aware of it he sails home free!

page 12: Still work in the same section, but here student made different kinds of mistakes, answers geared towards rectifying these mistakes (uses weak verb endings for strong verb, an infinitive where he should use a p.p.

page 13: Passive voice: A more complicated and complex feature in German grammar, you see the longest summary (still very short by what you find in most grammars)

page 14: Student had forgotten that in the transofrmation of active to passive voice, the direct object of the active voice becomes the subject of the passive voice--a common mistake. Once he took care of that, he is still on the warpath with cases. He is reminded that certain prepositions in German (von) require certain cases.

In the next example, a student encounters different problems, again: advice and reminders make him generate the correct answer.

By the way, if a student can't get the correct answer after many tries, there is a "help" button!

page 15: adjective endings--good example of directing answers to the students after he made a certain mistake, letting him make a choice, if he made a wrong one, telling him what he did wrong --a tutorial approach like in a private lesson

page 16: present perfect tense with separable prefixes: More of that "tutorial talk" like: Ask yourself: Is this a strong, weak, or mixed verb and proceed accordingly.

Student realizes that the program is addressing itself to his/her problem (personalized, individualized)

on pages 17-20: more examples of the style and technique used in these two programs

Keep in mind: What you (and the student) see on this outprint is only the tip of the iceberg. Between 6-25 anticipated wrong answers are programmed and responses are provided for these wrong answers.

Writing such a program requires much patience--so does programming. One teaches the language "upside down." You think of everything that can go wrong before providing the correct features of German.

Now let us turn to the intricate and intimate relationship of CAI with individualized instruction in foreign language teaching and learning.

The relationship between CAI and Individualized Instruction

No other feature in FL instruction presently receives more attention than Individualized Instruction. (And for good reasons!)

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Individualized Instruction has not only played and still plays an important part as a first line defense against sagging FL enrollment, mostly caused by the abolition of FL requirements in many institutions. But Individualized Instruction is also now getting full recognition as a bona fide alternative to conventional classroom instruction. Its stress on self learning, self reliance, self responsibility offers a great opportunity for new generations of FL learners. Individualized Instruction indeed has a great future.

In order to recognize clearly this "natural" relationship between Individualized Instruction and CAI, let's look at some of the major principles advocated and applied in Individualized Instruction:

a. variable pacing (student decides on his/her own speed of progress;
b. a choice of learning activities (individual studying, tutoring session in the Learning Center with instructors, or through peer teaching, language lab, audio visual devices, CAI, small group sessions);
c. options on what to learn-when-how, and by which method. Individual approach to all learning materials provided;
d. variable credit: Academic credit is only awarded for demonstrated competence; no credit awarded automatically for time spent in a course;
e. elimination of unsatisfactory performance level (gentleman C D) by requiring fixed standards of competence (80%);
f. setting of variable goals permitting variable emphasis on different FL skills (or balancing these skills).

CAI embraces several of these principles characterising Individualized Instruction. (CAI was clearly ahead of its time!) It won't surprise you if I tell you that DECU/TUCO will be fully integrated into the Individualized Instruction program which we are presently developing in 6 FL at OSU. CAI in more than one way fits Individualized Instruction like an orthopedic shoe! (pacing, one to one tutoring, branching technique, insistence on performance level)

Potentials

The description of DECU/TUCO revealed already some of the potentials of this specific CAI program in FL, tutorial instruction, use in individualized instruction, highly controlled learning process, requiring of the students thorough and precise work, elimination of unchecked errors.

Its greatest potential lies in its use as a tool for remedial work (for the slow students, the student who has fallen behind, even the lazy one). The programs help especially the weaker student to become fully aware of his deficiencies. He receives clues designed to lead him/her to a correct answer with understanding. CAI teaches not only grammar: it requires from the student the kind of attention, concentration and self-discipline which are important factors in developing succesful studying habits.

CAI provides the opportunity to practice and to review over and over again, patiently, a feature so necessary for remedial work.

Those of us who are working with CAI in foreign language teaching (Stonybrook, Minnesota, University of Illinois) are under no illusions. We realize that what we are doing is only a beginning, a kind of first generation program. We had to begin from scratch and made our share of mistakes. I can safely say that all of us know by now the weaknesses of our programs, we know what can be and should be done differently. But CAI work is time consuming, expensive, and has its man-power problems.

How can CAI programs be improved and updated? Presently only a two-skills tool (reading, writing) are involved. There is no reason why oral comprehension and even speaking could not be included. DECU/TUCO could be enriched by adding to its present capability the comprehension and speaking dimension by combining and coordinating the present program with audio equipment. The interaction of the visual elements (reading, writing) with speaking and aural comprehension could be achieved by adding tapes, filmstrips, slides, etc. These additions are not very far off.

You may raise the question: What about CAI in FL if an institution does not have the resources or the desire to develop their own programs, yet wishes to avail itself of such a program? How can they get a hold of CAI programs? As far as the policy at OSU is concerned, very easy:

over

Its yours for the asking--and a small, one-time nominal fee for making and shipping the tape. Three universities: University of Cincinnati, University of Iowa, and South Dakota State University are using DECU/TUCO. We are glad to share our work with other institutions. We are all pulling on the same rope. It's a professional courtesy service. But this may change....

Reaction of the students using DECU/TUCO:

In response to the question: "If you were now beginning German and had a choice between a section using CAI or one without it, which would you choose?" Over 80% indicated they would select to study with the aid provided by CAI. Other comments: "I enjoy the give and take", "I was amazed at the computer's personality." Most of the 20% not liking CAI indicated such reservations as fear of machines, logistics problems (location), and mechanical failures of the system.

Problems and limitations:

a) There are still a lot of students and faculty who have serious reservations about computer programs. They ask, "has 1984 already descended upon us". They also question the effectiveness of these programs vis a vis its costs.
b) New CAI programs are often created in a hit and miss fashion; there is not always enough advice, guidance and supervision. Not enough testing and evaluation is done with existing programs.
c) Logistics problems: In large universities too many students want to use CAI during prime time. Not enough terminals available. Terminals not always in good locations.
d) There is a choice to be made: Obligatory or optional use of CAI required part of a course (logic course) or adjunct device (decu/tuco). If it is optional, student use may be limited, spotty. There will be no checking up or supervision by the instructor.
e) Commitment by FL educators to work on the development of new programs and improvement of existing ones. Big question mark about recognition and awards. CAI is a new field, few people in most fields of the academic community are familiar with it; therefore there is a problem with evaluating work on such programs, and programs themselves. Facit: "CAI work may be hazardous to your professional health."

This is a real problem for younger, untenured faculty who devote their efforts and expertise to this new field rather than writing articles and books in areas of their field which are more familiar academic stamping grounds of their colleagues. It can get really hairy: "we won't hold your work in CAI against you, but...."

It's also difficult to get senior faculty involved in CAI because most of them are unfamiliar with the techniques and strategies, or lack of interest in CAI, and/or are tied up with other work in their field which simply does not allow them to get involved.

As promising and even glamorous work on CAI may look to some people, this "outsider" status is a dangerous situation which needs rectification. Otherwise the attraction of new talent--and keeping the old--may become even more difficult in the future and may jeopardize further development of CAI.

f) This last comment leads me to one more problem which seems worth mentioning. CAI must not become an academic playground for the so-called "computer nut." This art should not be practiced by people who are divorced from the mainstream of FL education; by people who forget the importance and reality of the classroom, a place with real people: students and teachers. Computer expertise is not enough--more important than that expertise is a thorough understanding of the pedagogy of FL instruction

Conclusion

Let me close with these thoughts: CAI programs like DECU/TUCO are no miracle devices. Their use and application must not be accompanied by false hopes, overstated claims, and unreasonable expectations.

Most important, let's avert the danger that technology dictates educational goals and methods rather than simply to assist the learning process.

I think it is safe to say that CAI programs can offer extremely valuable self instruction and an escape from rigid lock-step teaching progression. They make possible a controlled, individualized, and highly accurate means for learning German grammar which can be readily integrated with other aspects of language learning. We are convinced that both our educational goals and the needs of our students can be

Over

effectively served by the great potential that computer assisted instruction holds.

I hope I have been able to convey to you a little bit of this promise in today's presentation.

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decu s4s4/decu

10/19/76  16:29  line 1  OHIO STATE UNIVERSITY CAI
Please type the terminal ID
CZ22

Your name is German Student

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                                        Werner Haas

                                    The Ohio State University

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Please type your 4 digit ID number
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4

WORD ORDER
with
Direct Objects and Indirect Objects

Now we turn to word order in a German sentence when both a direct and indirect object occur. Remember the rule: the indirect object (dative) precedes the direct object (accusative), unless the direct object is a pronoun.

	SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT
Example: A.	Der Lehrer	gibt	dem Studenten	das Buch.
			I.O.	D.O.
B.	Der Lehrer	gibt	ihm	das Buch.
			D.O.	I.O.
C.	Der Lehrer	gibt	es	ihm.

Apply this rule in the following sentences. First, replace the direct object with a pronoun. Don't forget to type out the indirect object.

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5

Ich gebe dem Freund die Zeitung.

Ich gebe dem Freund es ____.

Remember, if a direct object is a pronoun, it precedes the indirect object. Try again.

Ich gebe es dem Freund ____.

Falsch, the gender of the pronoun which you have used is incorrect. Try again.

Ich gebe sie dem Freund.

Sehr schön.

Now replace the indirect object as well as the direct object in the sentence, 'Ich gebe dem Freund die Zeitung.'

Ich gebe sie ihn ____.

Don't forget, the indirect object takes the dative case. Try again.

Ich gebe sie ihr ____.

Falsch, the gender of the second pronoun which you have used is incorrect. Try again.

Ich gebe sie ihm ____.

Very good.

Replace the direct object with a pronoun in

6 the sentence below.

Wir holen der Mutter das Kleid.

Wir holen Ihr das Kleid .

Watch it! You are to replace the direct object with a

pronoun. Try again. Wir holen Ihr Ihm .

You are supposed to replace only the direct object.

Pay attention to case and word order. Try again.

Wir holen der Mutter es .

Remember, if the direct object is a pronoun, it precedes

the indirect object. Try again. Wir holen es der Mutter .

OK

Now replace the indirect object as well as the direct object

in the sentence, 'Wir holen der Mutter das Kleid.'

Wir holen es sie .

Don't forget, the indirect object takes the dative case. Try again.

Wir holen es Ihr .

Good.

Replace the indirect object with a

pronoun in the sentence below.

Der Freund beantwortet dem Mann die Frage.

Der Freund beantwortet ____ _____.

go to chp6d

YOU ARE LEAVING sep2 - 2

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7

VERBS WITH SEPARABLE PREFIXES
In the
Present Tense

Many German verbs have verbal modifiers which are attached as prefixes in the infinitive and the participles. Some of the most common of these prefixes are:

ab-	(abfahren)
auf-	(aufmachen)
an-	(ankommen)
mit-	(mitfahren)
zurück-	(zurückkommen)

The separable prefix is always ACCENTED and SEPARATED from the verb in the:

Present Tense:	Ich fahre heute ab.
Past Tense:	Ich fuhr heute ab.
Imperative:	Fahre heute ab.
	Fahren Sie heute ab.
	Fahrt heute ab.

Note that the separable prefix always stands last in an independent clause or sentence.

Now let's practice the use of such verbs in the present tense and the imperative. Complete each sentence in the present as shown in the example:

Ex.: abfahren/heute morgen
Ich fahre heute morgen ab.

Note: The subject will be typed out for you.

>>>

8 umsteigen/in Frankfurt

Er steigen in Frankfurt um

There is a mistake. Check the verb ending and try again.

Er stiegt in Frankfurt um

Incorrect. Check your spelling and try again.

Er steigt in Frankfurtum

Ausgezeichnet!

aufwachen/um sieben Uhr

Ich aufwache um sieben Uhr

Not quite. Remember, the separable prefix has to go at the end of the clause or sentence. Try again.

Ich wache um sieben Uhr auf.

Sehr schön!

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s911/tuco

10/19/76   17:22   line  6  OHIO STATE UNIVERSITY CAI
Please type the terminal ID
CZ22

Your name is Werner Haas
**********************************************************************
Please type the number and letter of the section you
would like to go to.  Refer to the index to find the
number and letter that corresponds to the section of
your choice.
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10

PRESENT PERFECT with Strong Verbs

The present perfect of strong verbs is formed by the use of either the auxiliaries:

haben
OR + past participle
sein

Strong verbs often change their stem in the past participle. The ending of the past participle is always -en.

Infinitive:	Past Participle:
nehmen	genommen
schreiben	geschrieben
kommen	gekommen

The auxiliary 'sein' is required by intransitive verbs (i.e., verbs which cannot take a direct object) which denote a change of position or condition; the verbs 'bleiben' and 'sein' also belong to this category.

Ex.: Ich bin in die Stadt gegangen.
Er ist nach New York geflogen.
BUT
Ich habe das Wienerschnitzel gegessen.

Now let's practice the present perfect of strong verbs. Watch the auxiliary, possible changes in the past participle and the -en ending!
Put each sentence in the present perfect.

Er liest das Buch.

// Er hastdas Buch __gelest

Wrong on two counts: Incorrect form of both the auxiliary verb and the past participle. Try again.

Er hat das Buch __gelasen

No, you're using the wrong stem vowel in the past participle. Try again.

Er hat das Buch __gelesen.

Pretty good!

Wir fliegen nach Deutschland.

Wir habennach Deutschland __geflogt.

Not quite. Remember, this is an intransitive verb which denotes change of position or condition. Therefore, you must use the correct form of 'sein' for the auxiliary. Try again.

Wir sein nach Deutschland __geflogt.

Wrong on two counts: Incorrect form of both the auxiliary verb and the past participle. Try again.

Wir sind nach Deutschland __geflogt.

Falsch. You're not using the correct form of the past participle. Try again.

Wir sind nach Deutschland __geflogt.

12

Be careful. This is not a weak verb. Strong verbs end the past participle with -en. Try again.

Wir sind nach Deutschland __geflogen.

Jawohl!

Ich esse in der Mensa.

Ich habenin der Mensa __gegessen.

Leider falsch. Check the conjugation of the auxiliary verb. Try again.

Ich habe in der Mensa __gegessen.

Sehr schön!

Du bist oft in Amerika.

Du bist oft in Amerika sein__.

No, you're mistaken. You need a past participle for this tense, not the infinitive. Try again.

Du bist oft in Amerika __gewesen.

Ganz gut!

Herr Müller fährt zu seiner Tochter.

Herr Müller ____ zu seiner Tochter _____.

[redacted]

YOU ARE LEAVING prof7- 2

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13

PASSIVE VOICE - Part I

In the active voice the subject performs the action; in the passive voice the subject receives the action. The passive is formed with the auxiliary werden and the past participle. In the perfect tenses, 'worden' is used instead of 'geworden'.

Ex.: (active) Wir besuchen heute unseren Professor.
(passive) Unser Professor wird heute von uns besucht.

(active) Er hat den Brief geschrieben.
(passive) Der Brief ist von ihm geschrieben worden.

If the agent (i.e., performer of the action) is a person, then it is introduced by the preposition von.

If the agent is inanimate, then it is introduced by durch.

Ex.: (active) Die Medizin heilte den Husten.
(passive) Der Husten wurde durch die Medizin geheilt.

Verbs that require a dative object (danken, helfen, antworten, etc.) retain the dative in the passive.

Ex.: (active) Ich helfe meiner Mutter.
(passive) Meiner Mutter wird von mir geholfen.

Let's see if you have grasped the basic principles of changing active voice into passive voice, and vice versa. Restate each sentence in the passive. Use the same tense.

Ex.: (active) Sie verkaufte den Wein.
(passive) Der Wein wurde von ihr verkauft.

Er schickte mich nach Hause.

14 Er wurde von mir nach Hause geschickt.

Wrong start. The direct object (accusative) of the active voice becomes the subject of the passive. The new subject must be in the nominative case. Try again.
Ich wurde von Ihn nach Hause geschickt.

Remember, in the passive voice, the subject of the active becomes the object. Since this object is introduced by von, it must appear in the dative case. What's the dative of er? Try again.
Ich wurde von Ihm nach Hause geschickt.

Sehr gut!

Du hast diese Geschichte erzählt.
Diese Geschichte hast du erzählt.

Keep in mind that you never use haben in the passive voice. Your auxiliary must always be some tense of werden. Try again.
Diese Geschichte wird von du erzühlt.

Noce that in the present perfect the special form 'ist ... worden' is used. Try again.
Diese Geschichte ist von du erzühlt worden.

Remember, in the passive voice, the subject of the active becomes the object. Since this object is introduced by von, it must appear in the dative case. What's the dative of du? Try again.
Diese Geschichte ist von dir erzählt worden.

Sehr schön!
Der Arzt wird die Medizin verschreiben.

>>>

T6

PRESENT PERFECT TENSE
Verbs with Separable Prefixes

The separable prefix is never separated from the verb in the past participle. The past participle of such verbs consists of:
separable prefix + ge + remaining portion of verb

Compare:

Present Tense:	Ich fange die Arbeit an.
Present Perfect:	Ich habe die Arbeit angefangen.
Present Tense:	Er steht um sieben Uhr auf.
Present Perfect:	Er ist um sieben Uhr aufgestanden.

Keep in mind, verbs with a separable prefix can be weak, strong or mixed verbs using 'haben' or 'sein' as an auxiliary.

Now let's practice the present perfect of verbs with a separable prefix. Put the following sentences into the present perfect.

<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<<

Der Zug fährt um acht Uhr ab.
Der Zug hat um acht Uhr abgefahrt.

Not quite. Remember, this is an intransitive verb which denotes change of position or condition. Therefore, you must use the correct form of 'sein' for the auxiliary. Try again.
Der Zug ist um acht Uhr abgefahrt.

Incorrect. Check the last part of your past participle.
Ask yourself: Is this a strong, weak or mixed verb and proceed accordingly.
Der Zug ist um acht Uhr abgefahren.

Gut gemacht!

Ich wache immer sehr früh auf.
Ich bin immer sehr früh aufwachen.

Not quite. Remember, you need the prefix ge- in the past participle of a verb with a separable prefix. Try again.
Ich bin immer sehr früh aufgewachn.

Incorrect. Check the last part of your past participle.
Ask yourself: Is this a strong, weak or mixed verb and proceed accordingly.
Ich bin immer sehr früh aufgewacht.

Prima!

Wir bringen das Geschenk mit.
Wir _____ das Geschenk _____.

17

IMPERSONAL VERBS AND EXPRESSIONS

Some so-called impersonal verbs can use es as the subject and put the personal pronoun into the dative or accusative case.

Ex.: Es gelingt mir. I succeed.
Es freut mich. I am pleased.

With certain other impersonal expressions, es also becomes the subject.

Ex.: Es ist schade. It's a pity.
Es gibt kein Bier. There is no beer.

But note: Es ist and es sind are followed by the nominative case while es gibt is followed by the accusative case.

Answer each question starting the answer with es. Use the same tense.

Ex.: Hat euch das Haus gefallen?
Ja, es hat uns gefallen.

Gefällt Ihnen das neue Auto?da, es gefällen Ihnen

Incorrect. The pronoun es requires a third person singular ending on the verb.
Ja, es gefällt Ihnen

Watch it. To whom is the question directed? Did you use the correct pronoun? Try again.
Ja, es gefällt mich

Nope, gefallen takes the dative case. Try again.
Ja, es gefällt mir

Sehr gut!

Ärgert dich das Wetter?

Ja, es ärgert du

Watch 't. To whom is the question directed? Did you use the correct pronoun? Try again.
Ja, es ärgert dich

Watch it. To whom is the question directed? Did you use the correct pronoun? Try again.
Ja, es ärgert mir

Nope, ärgern takes the accusative case. Try again.
Ja, es ärgert mich

Richtig!

Hat ihn das Buch interessiert?
Ja,

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YOU ARE LEAVING esv03-- 2

18

DECLENSION OF ADJECTIVES: after 'der-words'

Adjectives which are preceded by a 'der-word' take a so-called weak (or secondary) ending. 'Der-words' are: jeder, mancher, der, dieser, solcher, jener; alle (in the plural).

The following chart indicates the declensional pattern of adjective endings after 'der-words':

	Masc.	Fem.	Neuter	Plural of all genders
Nom.	-e	-e	-e	-en
Gen.	-en	-en	-en	-en
Dat.	-en	-en	-en	-en
Acc.	-en	-e	-e	-en

Now let's apply such endings in context.

Ex.: Er kennt das Bild. Es ist alt.

Er kennt das alte Bild. <<<<<<<<<<<<<<<<<<<<<<

Er spricht von dem Bild. Es ist alt.

Er spricht von dem alre Bild

Incorrect. Try again.

Er spricht von dem alte Bild.

Watch it. With which case are you dealing here? The preposition and the form of the 'der-word' give you a clue. Try again.
Er spricht von dem alten Bild.

Richtig!

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DECLENSION OF ADJECTIVES: after 'ein-words'

Adjectives which are preceded by an 'ein-word' without an ending, take a so-called strong (or primary) ending. However, if the 'ein-word' is inflected, then the following adjective takes a weak (or secondary) ending.

'Ein-words' are: ein, kein, mein, dein, sein, ihr, unser, euer, ihr, Ihr.

Here is the declensional pattern of adjective endings after 'ein-words'.

	Masc.	Fem.	Neuter	Plural
Nom.	-er	-e	-es	-en
Gen.	-en	-en	-en	-en
Dat.	-en	-en	-en	-en
Acc.	-en	-e	-es	-en

Now let's apply such endings in context.

Insert the correct form of the adjective given in parentheses.

Ex.: Er erzählt eine Geschichte. (interessant)

Er erzählt eine interessante Geschichte.

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Er fährt ein roter Auto. (rot)

Incorrect. Wrong case and wrong gender. Try again.

Er fährt ein rote Auto. (rot)

Can't be. It's not a feminine noun. Just look at the inflection of the 'ein-word'. Try again.

Er fährt ein rotes Auto. (rot)

Sehr gut!

Hier ist mein alten Freund. (alt)

Remember, the verb 'sein' requires the nominative case. After 'ein-words', adjectives in the nominative case have the same endings as 'der-words' (dies-er, dies-e, dies-es). Try again.

Hier ist mein alter Freund. (alt)

Fine!

Er hilft ihrem _____ Sohn. (klein)

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